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Online Course Template

Use this document to develop and design your online course, based on the “backward design” model of Wiggins and McTighe.

In Week 2, you are expected to submit Steps 1 and 2 in this design template. You should make sure you save a copy of your work to your personal computer.

In Week 4, you are expected to submit Steps 3 and 4. Make sure that you include all four steps in that Week 4 submission.

The template will also be your guide as you integrate the content into the learning management system, Schoology.

The rubric for this assignment can be found on the assignment overview documents in Weeks 2 and 4 of this course.

Steps 1 and 2 are due at 11:59 p.m. on the seventh day of Week 2.

Steps 3 and 4 are due at 11:59 p.m. on the seventh day of Week 4.

Online Course Template

Use the template below for your online course. The boxes will expand as you type.

1. Needs Assessment

Define the instructional or professional development problem. This can be accomplished through a needs assessment. When conducting a needs assessment, you can utilize test data, classroom/workplace performances, observations, surveys, and other documentation that will inform you of the actual problem.

Designing for Classroom Use

If you are creating your course for classroom use with students, use the following guide.

1. Use sources to determine area of students' needs:

- TAKS scores
- District benchmarks
- Classroom performance
- Other relevant data sources

2. What did the data tell you about your students as a whole?

3. What data did you use?

4. What Texas Essential Knowledge and Skills will be your focus?

Resources:

[NCLB Comprehensive Needs Assessment](#)
[No Schools Left Behind](#)

Designing for colleague use

If you are creating your course for professional development for faculty/employees, please use the following guide.

1. Use sources to determine area of faculty needs:

- Use the 21st Century Schools [Professional Development Needs Survey and Scoring Tool to determine area of faculty needs](#)

To decide what professional development I would design, I used the following sources:

The Professional Development Needs Assessment from 21stcenturyschools.com, the Texas Distance Learning Association HR survey, eSchool News survey from <http://www.eschoolnews.com/2010/02/26/study-too-few-schools-are-teaching-cyber-safety/>, and informal questioning of two technology department coordinators at two different K-12 districts

and several articles also support my choice to give educators more information and training regarding safe Internet use for students.

Information from the 21st Century Schools survey revealed the need for additional training in the areas of Instructional Strategies and Classroom Management, Assessment, and Curriculum Design. These tend to be popular topics each year on surveys at our school. The HR survey reflected that the majority of teachers do not wish to spend any extra time on training. When they do chose to train, they prefer to attend during the school year. The eSchool News article I used was based on the need for additional training on safe Internet use. I found numerous articles regarding the need to train students to be safe on the Internet and what issues they need to be aware of. The informal discussion with the two districts both based the need for training on the FERPA regulations and the requirement to train teachers each year.

I chose Internet and Cell Phone Safety as my topic. The ISTE standard that correlates with this is standard VI including TL-VI.A and D, the NETSS standard is number 5.

Dretzin, R. (January 22, 2008). Growing up online. *Frontline*. Retrieved from <http://www.pbs.org/wgbh/pages/frontline/kidsonline/etc/credits.html>

eSchool Media, Inc. (February 26, 2010). Study: Too few schools are teaching cyber safety. *eSchool News*. Retrieved from <http://www.eschoolnews.com/2010/02/26/study-too-few-schools-are-teaching-cyber-safety/>

Texas Distance Learning Association (www.txdla.org) HR Survey. Please find this survey under Resources

****Creighton**** It didn't look like anything goes here. Please correct me if I'm wrong.

2. What did the data tell you about faculty/employee needs?

Based on the survey, teachers would prefer to attend training on a Monday afternoon during the school year. The months that were preferred most were March, October, and November. About 20% of the teachers said their work schedule hinders participation in workshops.

Teachers were open to formats for the most part but more preferred hands-on and field trips. Computer based training had interest but traditional methods were still the most prevalent option. I feel this is due to the lack of comfort with technology that so many of our teachers have.

Topics that showed the most interest included Keeping Current, Organizational Skills, and Conflict Management/Avoidance/Resolution. Personal topics included Balancing Work and Family, Preventing Job Burnout, and Financial Planning for Retirement. Stress Management and Health Awareness, Nutrition, and Fitness made the top Wellnes Topics.

Overall, the survey showed that employees want to know how to stay healthy, happy, and do a good job, all at the same time!

3. What NSDC standard will be your focus?

The Equity standard will be the focus of my staff development. This standard improves the learning of all students, prepares educators to understand and appreciate all students, creates safe, orderly, and supportive learning environments, and holds high expectations for their academic

achievement.

National Staff Development Council (NSDC) [Standards](#)
[Guskey's Five Levels of Evaluating Professional Development](#)
[E-Lead Evaluating Professional Development](#)

2. Desired Results

Stephen Covey describes this part of the design process as ***“to begin with the end in mind to start with a clear understanding of your destination. It means to know where you’re going so that you better understand where you are now so that the steps you take are always in the right direction.”*** In this step, you will use your needs assessment to determine the learner outcomes, use your standards to determine what students/teachers/faculty need to know, and be able to do and develop your essential questions that will guide your assessments and activities.

Unpacking the standard

Based on your needs assessment and selection of the standard (TEKS or NSDC) that will address the problem, identify what the students/teachers/employees need to know and be able to do.

****See Unpacking the Standards ppt in Resources*****

Educators will be familiar with the types of media students use regularly, how to recognize potential media safety issues, and methods to teach students proper digital citizenship and safety.

Describe your desired results:

- Enduring understanding(s): “Big ideas” (*nouns*) or the important understandings that we want students/teachers/employees to remember for life or beyond the classroom/workplace
- Essential question(s) (*verbs*): What questions guide your teaching and engaging students/teachers/employees?
- Knowledge and skills: What do students/teachers/employees need to know (existing knowledge, new knowledge) and be able to do to ensure understanding of the content?

*The Equity standard improves the **learning** of all **students**, prepares **educators** to understand and appreciate all **students**, creates safe, orderly, and supportive learning **environments**, and holds high expectations for their academic **achievement**.*

***Educators** will be familiar with the types of **media students** use regularly, how to recognize potential **media safety issues**, and methods to teach **students** proper digital **citizenship** and **safety**.*

At the end of the workshop:

1. Attendees use experience, current technology trends and their learning to understand today's technology that students use on a regular basis and the options they have available to access the Internet. This includes all forms of media and not just Internet related.

Identify what is included in the term media and technology devices that are available.

Explain Internet access options that are common.

Can locate sources of additional information regarding media safety.
2. Educators can describe potential safety issues regarding media use by K-12 students and

their exposure at school and outside of the classroom.

Describe potential media safety issues students are exposed to.

Understand and describe methods predators use to contact and engage students and the precautionary recommendations to teach students.

Describe the appropriate use of cell phones and issues from improper use.

3. Attendees use appropriate ethics and citizenship while teaching students about their responsibilities in society.

Provide examples of copyright limitations.

Define appropriate email and communication guidelines.

List additional safety tools that are available.

Essential Questions

What does media mean?

Are there other ways to access the Internet besides a computer?

When can my students use media like music, video, or images from the Internet?

Why can't I give my music to a friend?

If students know not to talk to strangers, why aren't they safe?

How can we teach them to be safe when we don't understand it ourself?

Attendees demonstrate an understanding of ethical issues regarding media use and the potential safety issues that students are exposed to. This includes examples of known problem situations and how they can be avoided, types of additional safety measures available, Internet access methods that are commonly used by students, and proactive means of equipping students for their future safety in a growing digital world.

Resources

[Essential Questions](#)

Unpacking the Standards (Found in Resources)

Chapters 1-4 ***Understanding by Design*** (Found in Lamar Library)

3. Evidence of Understanding

What is evidence of in-depth understanding? Where should we look and what should we look for in determining understanding? Checking for understanding requires more than one assessment type. It requires ongoing formative and informal assessment to achieve understanding.

According to Wiggins and McTighe, there is a difference between thinking like an assessor and thinking like an activity designer. Activity designers easily and unconsciously move from identifying the needs and essential questions to designing the learning activities without asking about the evidence that we need to assess for the desired knowledge and skills. In this step, you will create a rubric to determine understanding prior to developing learning activities.

This step utilizes Wiggins and McTighe's six facets of understanding. In this step, you will determine what you will design to determine if students/teachers/employees have reached the required level of understanding.

Rubric

Develop a rubric that will be used to determine evidence of understanding. Use the Analytic Rubric for Understanding on pages 76-77 in *Understanding by Design* as a guide (Rubric is also located in Resources). Evidence of understanding should include performance-based and authentic assessments as well as formative and summative.

Analytic Rubric for Activity – Which side are you on?				
	<i>Accomplished</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Unacceptable</i>
One statement chosen for assignment.	One opinion clearly selected.	n/a	n/a	No opinion or unclear what statement was chosen.
Justification for chosen side.	Student gives relevant, justified and specific reasoning for the statement they chose. Provides one to two details regarding their choice. Clearly prompts consideration of their view by others.	Student gives reasoning for their chosen statement but does not provide two or more specific details regarding why.	Justification is provided but lacks depth of reasoning for their decision. No details are given regarding their choice.	No justification given for the statement chosen.
Sources	Minimum of one additional source provided.	Additional source provided but source is inaccurate.	Additional source provided without a site location identification.	Minimum of one additional source not provided.
length	Assignment response is 100	n/a	n/a	Assignment is less that 100

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	words or more.			words.	
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Resources:

Chapters 5 and 6 *Understanding by Design*

Analytic Rubric for Understanding (Found in Resource section)

4. Learning Activities and Teaching

Develop the learning activities and teaching that will promote student/teacher/faculty understanding, interest, and excellence. While developing the learning activities, you will be required to include how technology (including assistive technology) will be integrated into your activities.

Use these guiding questions as you begin to develop your activities:

- How do the activities account for prerequisite or enabling skills required?
- Identify ways in which the instruction is designed to reach every student?
- Identify ways the activities provide opportunities to gather evidence from “work-in-progress.”
- How do the activities provide students an opportunity to “put it all together” (to see the big picture)?
- Do the activities provide students an opportunity to work with significant ideas and relationships that are included in the standards?
- Do the activities provide students an opportunity to construct their own knowledge?
- Do the activities stimulate higher order thinking and discussion?
- What technology is being integrated into the activities to meet the needs of all students? (Assistive technology)
- What will be the hook to ENGAGE students?
- What will the students be doing to learn? (EXPLORE)
- What instructional strategies will be used to teach this lesson? (ELABORATE)
- What level of learning will be taking place?
 - Recall, Comprehension, Application, Analysis, Synthesis, Evaluation
- What activity will EXTEND student learning?

Lesson Activities

Course introduction video. [Study: Too few schools are teaching cyber safety](#)

What do you think? Activity where Professional Development (PD) students will record their ideas of how students spend their time.

Kaiser Statistics. Survey facts about student media time.

What side are you on? PD students will select a side to justify in a 100 word minimum blog.

Video overviewing posting issues for PD student review. (Permanence of posting.)

Internet access questionnaire for PD students. (Internet is not just on computers.)

More examples of student problems for PD students to evaluate. (Sexting)

Acronym video for information and entertainment.

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End of Course Assessment for a self evaluation of what was learned.

Blog Reflection assignment.

Resources:

Chapters 7-11 *Understanding by Design*

Assistive Technology

Universal Design for Learning